

Psycho-Spiritual Well-being Experiences of Nurse Educators: A Qualitative Study**Lorena Mae C. Duldulao¹, Mary Ann E. Lopez²**<https://orcid.org/0009-0001-9070-6976>, <https://orcid.org/0000-0001-7566-5152>²St. Bernadette of Lourdes College^{1,2}lm.duldulao@sbllc.edu.ph¹, malopez@sbllc.edu.ph²**ABSTRACT**

This qualitative study was instituted in selected tertiary institutions in Quezon City using purposive sampling to explore the factors that significantly affect the Nurse educators' psychological and spiritual well-being and to determine the source of their psycho-spiritual strength. Contemporary literature provides minimal results on the state of spiritual well-being of nurse educators in the academic setting while considerable amounts of research were published in relation to psychological health. The current data was examined in detail using Collaizi's (1978) descriptive - phenomenological method. The interview provided an in-depth introspection of psycho-spiritual well-being of Nurse educators from the assumptions of Jean Watson's Theory of Human Caring and the concept of Ecstasy according to Fernando Rielo, illustrating the harmonious integration of mind, body, spirit, values. This study demonstrates that the participants experienced psycho-spiritual well-being not as the absence of stress, suffering, or professional challenges but as the capacity to respond to life's inevitable adversities through resilient faith, reflective self-awareness, compassionate service, and purposeful meaning-making. Future studies invite exploring a wider scale of Nurse educators using a different lens from another nursing theory. As the time to conduct this paper is limited, future researchers must invest more time and effort for more profound results. The finding suggests integration of holistic human development alongside scientific knowledge and technical competence in the nursing curricula, reviewing staffing adequacy, and clinical supervision responsibilities, promoting psychologically safe environments and giving psycho-spiritual formation, reflective practice, ethical leadership, and authentic caring.

Keywords: - Psychological well-being, spiritual well-being, nurse educators, human caring theory, ecstasy.

INTRODUCTION

Nurses working in academic settings as educators undergo higher levels of stress in comparison to nurses who work strictly at the bedside (Moyer, 2022; Thomas et al., 2019). The quality of education and training provided to nursing students can be negatively impacted if the nurse educators' psycho-spiritual well-being remained ignored, ultimately affecting patient care (Xu et al., 2021). In the Philippines, the proportion of nurses who self-reported experiencing depressive symptoms ranged from 19.5% to 45% (Alibudbud, 2026). The key issues presented in recent studies are anxiety, burnout, compassion fatigue, constant pressure, extreme sadness, guilt, increased physical and mental fatigue, and melancholy during the pandemic. The researcher seeks to explore the factors that significantly affect the Nurse educators' psychological and spiritual well-being and determine the source of psycho-spiritual strength. There are limited articles on the spiritual well-being of nurse educators, unlike studies

on their psychological well-being. This research serves as a ray of light for Nurse Educators to facilitate the discovery of the meaning of their struggles and eventually lead them to restore humanity, starting with oneself. Academic institutions will acquire resilient and transcendent manpower, and it will address the gap in nursing research on deficiencies in findings about the psycho-spiritual well-being of nurse educators.

Statement of the Problem

This research study aimed to answer the Grand Tour Question:
What are the significant experiences that Nursing educators have experienced which affected their Psychological and Spiritual Well-being?

Scope and Delimitations

The participants included in the study are: 1. Registered nurses 2. 2. More than 1 year of teaching experience Male or female 4. Full-time or Part-time Instructor/faculty. Any religion; The participants excluded are: 1. Medical Doctors, and Allied Medical Professionals 2. Less than 1 year of teaching experience 3. No religion

Review of Related Literature

Nurse educators share several roles in academic and healthcare settings that yield occupational and personal challenges such as stress, burnout, depression, increased physical and mental fatigue, anxiety, and feeling guilt for not being able to provide direct patient care during the pandemic. Predisposing factors include existing mental health conditions prior to the pandemic. Precipitating factors include balancing different roles and responsibilities. Nevertheless, nurse educators are still able to maintain positive mental health indicators despite heavy work responsibilities. Compassion fatigue is the most common problem affecting the spiritual health of our educators from the constant demands of caring for others. Therefore, it is paramount that nursing faculty set boundaries and prioritize self-care to enhance work-related well-being, extend themselves to their students, and implement their nursing programs efficiently. It is also remarkable to discuss the significant role of nurses' own spiritual self-care in enhancing their ability to support patients dealing with spiritual fatigue and existential uncertainty.

Theoretical Framework

Jean Watson's Human Caring Theory recognizes the body, mind, and spirit as a model of health; thus, it has been used as the basis for analyzing the qualitative data on the psycho-spiritual well-being experiences of Nurse educators.

METHODOLOGY

This qualitative research study explored the psycho-spiritual well-being experiences of Nurse Educators.

Research Design

This study uses a descriptive-qualitative research design. It is essential to the study to explore the condition of Psychological and Spiritual well-being of the respondents directly and determine the source of psychological and spiritual resilience.

Research Steps

This research began with a rigorous literature review to establish a profound understanding of psycho-spiritual well-being experiences of Nurse Educators. This involved reviewing prior research, theoretical frameworks, and actual implementations of nurturing psycho-spiritual well-being among nurse educators.

Data Collection and Sample Selection

The data collection process was initiated through semi-structured interviews using purposive sampling, which ensured that each participant possessed sufficient experience to meaningfully describe the phenomenon under investigation. Aspects affecting the psycho-spiritual dimension of Nurse Educators were assessed. Each interview lasted around 7 minutes to 25 minutes and was voice-recorded with the participants' explicit permission.

Data Analysis Methods

The interview transcripts were analyzed using Colaizzi's (1978) Descriptive Phenomenological Method, which involved repeated reading of the transcripts, extraction of significant statements, formulation of meanings, clustering of meanings into themes, development of an exhaustive description, formulation of the fundamental structure of the phenomenon, and participant validation.

Research Hypotheses and Validation

This study aimed to test the assumption that circumstances, either good or bad, bring significant effects on the formation of nurse educators' psychological and spiritual well-being. The findings were then subjected to Member Checking, during which the participants confirmed that the thematic interpretations, exhaustive description, and fundamental structure faithfully represented their lived experiences.

Study Limitations and Ethical Considerations

The study adhered to ethical protocols by obtaining informed consent from all participants, ensuring anonymity and confidentiality, and allowing participants to withdraw at any time. Furthermore, ethical issues encompassed the imperative to ensure the respectful portrayal of participants' views in the final analysis and reporting.

RESULTS AND DISCUSSION

The findings indicate that psycho-spiritual well-being among nurse educators is a holistic, dynamic, and continuously evolving process through which psychological resilience, spiritual faith, ethical values, compassionate relationships, professional competence, and vocational commitment become fully integrated into a unified way of living and teaching. A factor that significantly affects their psycho-spiritual health is the Professional Purpose as the Foundation of Psycho-Spiritual Well-Being. It depicts how the participants view nursing education - a vocation characterized by service, commitment, and meaningful contribution to the formation of future nurses. Professional purpose provided a stable foundation that sustained psychological resilience and spiritual fulfillment despite demanding educational responsibilities.

SUMMARY

This qualitative study resulted in seven interrelated themes, namely: Professional Purpose as the Foundation of Psycho-Spiritual Well-Being, Navigating Psychological Challenges in the Academic and Personal Environment, Faith as the Anchor of Psychological and Spiritual Resilience, Compassionate Caring as the Living Expression of Spirituality, Self-Care and Healthy Coping Practices, Personal Growth Through Adversity and Meaning-Making, Psycho-Spiritual Integration Toward Holistic Nursing Education. Following the thematic analysis, the Exhaustive Description of the Phenomenon synthesized the seven themes into a comprehensive narrative describing the lived experiences of the participants. The Fundamental Structure of the Phenomenon subsequently distilled these findings into the essential meaning of psycho-spiritual well-being among nurse educators, highlighting the continuous integration of faith, resilience, compassionate caring, reflective growth, ethical leadership, and vocational purpose.

CONCLUSIONS

The qualitative research undertaken among nurse educators in selected tertiary institutions in Quezon City enabled the researcher and participants to examine deeply one's psychological and spiritual well-being. It further supported Jean Watson's Theory of Human Caring, illustrating that the harmonious integration of mind, body, spirit, values, and professional purpose forms the foundation of compassionate nursing education. In the same way, it affirms the relevance of the concept of ecstasy which indicates that an individual has the capacity to open itself to 'someone' or 'something' in order to unite itself with this 'someone' or 'something' by ultimately integrating faith, resilience, ethical values, professional competence, and authentic human caring into a unified philosophy of nursing education and transforming the experiences of grief, sacrifice, occupational hardship, institutional challenges, and personal loss into opportunities for reflection, resilience, spiritual growth, and renewed vocational commitment. Finally, the professionalism of the nurse educators living in closer contact with the pain of the sick demands this unconditioned, generous, and unselfish personality inscribed upon our wounded deity, which is the unfailing norm for action by human beings with human beings, with a view towards healing (Rielo, 1996).

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are suggested:

1. The Commission on Higher Education must integrate holistic human development alongside scientific knowledge and technical competence in the nursing curricula;
2. Administrators should review staffing adequacy and clinical supervision responsibilities, promote psychologically safe environments, and create faculty development activities that integrate pedagogical competence, ethical practice, and compassionate teaching;
3. Promote psycho-spiritual formation, reflective practice, ethical leadership, and authentic caring.

ACKNOWLEDGMENTS

I express my gratitude to all individuals who provided assistance in completing this research, including my adviser, Dr. Mary Ann E. Lopez, and our Dean, Dr. Joel John A. Dela Merced, for consistently assisting, guiding, and encouraging us in our study. I would also like to express my gratitude to my mom, Cresencia C. Duldulao, and to my colleagues, friends, and community for their support and valuable comments over the entire process. Ultimately, to our Heavenly Father who has been my greatest provider of strength, wisdom, and perseverance. To God be the glory!

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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